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ABSTRACT

Intended for librarians concerned with the structure and administration of a collection of curriculum materials within the framework of an academic library, this report describes the cataloging procedures of the Curriculum Laboratory at Tufts University. It discusses the use of Dewey Decimal Classification, treatment of non-book materials, retrieval of library materials, exceptions to standard cataloging practice, the value of a reorganization to a conventional card catalog and classification scheme, the organization of the children's literature collection, and the role of the Curriculum Laboratory within the academic library framework. (FM)

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Organization and Management of a Curriculum Library:

A Description of Procedures and Practices

ABSTRACT

The report details a curriculum library's basic organization, and states rationale for procedures. It is intended for information specialists and other professionals concerned with the organization and management of a collection of curriculum materials within the framework of an academic library.

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Organization and Management of a Curriculum Library:

A Description of Procedures and Practices

The Curriculum Laboratory at Tufts University's main library contains a collection of over 5,000 elementary and secondary education textbooks, 430 curriculum guides, 490 teaching kits/units, and pamphlet and pictorial material, as well as a small collection of over 1,200 children's books. Prior to 1978, organization of textbooks was by subject (e.g., elementary social studies; secondary reading skills). In the fall of that year, cataloging was initiated for select textbooks, teaching manuals, and other book-type teaching aids, as well as all teaching units/kits existing in the collection. Cataloging entailed determination of main entry by use of catalog copy from OCLC's data base whenever feasible, and an assignment of appropriate subject terms ("tracings"), adhering to standard Library of Congress subject headings.

One organizational decision concerned the implementation of the Dewey Decimal Classification System. Reasons for using this rather than other schemes were that: (1) the Library of Congress (LC) classification was judged to be not sufficiently extensive in education, and (2) most users are not familiar with other schemes (e.g., Educational Management Services Classification, 1978). Accordingly, an expectation of users' familiarity with the DDC weighed strongly in its favor.

Implementing Dewey Decimal Classification in a Curriculum Library

Procedures for use of the DDC are familiar to information specialists. In accordance with Dewey tables (Dewey Decimal Classification and Relative Index, 18th edition), basic elementary categories exist in one section (the "370's") of the schedules. Dewey numbers are readily compatible to an assignment of numbers for instructional materials. The list below offers select categories as examples:

- 371.38 = Activity programs in education (e.g., educational games)
- 372.21 = Preschool materials
- 372.218 = Kindergarten materials, teaching handbooks, textbooks
- 372.35 = Science (elementary) textbooks; teacher resource books
- 372.357 = Outdoor education
- 372.412 = Basal readers

Junior high levels, when contained in a series of kindergarten to grade 8 textbooks, are classified among elementary levels.

Textbooks and other book material on secondary levels (grades 7-12) are assigned classification numbers by subject (e.g., United States history, "973," appearing in the Dewey schedule). In adherence to the schedules, a clear delineation of elementary and secondary textbooks is evident, thus incurring a physical separation of elementary and secondary materials in the collection.

Treatment of Non-Book Materials

Non-book materials in the Curriculum Laboratory comprise items such as filmstrips, filmloops, games, transparencies, slides, records, and tape recordings. A "teaching kit" is generally packaged in varied sizes of boxes containing, for example, slides, cassettes, and/or various other components to games.

"Teaching aid units," similar in content to teaching kits, are defined as "non-book" instructional materials that can be readily stored or filed in vertical file drawers. They may contain ditto masters, cassettes, a series of slides, or other instructional materials.

Both teaching aid units and teaching kits are assigned call numbers in the order of an item's accession into the collection, and are shelved in numerical sequence. Users may retrieve teaching aid units and kits by subjects listed in the Curriculum Laboratory card catalog.

Searching for Book and Non-Book Material

In 1978, retrieval problems had surfaced when needed information concerning one particular subject was located in another content area. High familiarity with the sources was essential in determining and locating instructional resources in "fuzzy" inter-disciplinary areas.

"Subject tracings," which refer to additional points of access to material, now serve to designate availability and location of items in the collection. The Library of Congress Subject Headings serves as the source for determining tracings suitable for inclusion in the curriculum library's catalog. One argument weighing strongly in favor of its use is that LC subject terms are compatible to those existing in the OCLC data base.

In addition to the inclusion of subject terms, tracings for author, title, and publisher are added, as needed and/or necessary in order to identify teaching resources. Examples below depict the various tracings used.

372.37
B53lhc Bernstein, Vivian.
Bks.1-2 Health and you. -- Austin, Tex. : Steck-
Vaughn, c1980.

2 v. : ill.

"For students with learning disabilities."

1. Health education--Text-books. I. Title.
II. Steck-Vaughn Co.

Main card
(author main entry)

Health and you.

372.37
B53lhc Bernstein, Vivian.
Bks.1-2 For additional information,
see the author card

Tracing by title

HEALTH EDUCATION--TEXT-BOOKS.

372.37
B53lhc Bernstein, Vivian.
Bks.1-2 Health and you.

For additional information,
see the author card

Tracing by subject

Steck-Vaughn Co.

372.37
B53lhc Bernstein, Vivian.
Bks.1-2 Health and you.

For additional information,
see the author card

Tracing by publisher

Exceptions to Standard Cataloging Practice

One major exception to standard cataloging practice is a determination of main entry by series. A series' name is determined from a publisher's designation (stated in a book or in a company brochure). A statement of authorship follows the series main entry.

372.43

R287

1977

Reading for concepts [series] / William Liddle,
General Editor. -- 2nd ed. -- New York :
McGraw-Hill, c1977.

9 v. : ill.

Curr. Lab. has:
Book A (R.L. 2¹): T
B (R.L. 2²): T
C (R.L. 3¹): T
D (R.L. 3²): T
E (R.L. 4): T

372.43

R287

1977

[card 2]
Reading for concepts [series]

Book F (R.L. 5¹): T
G (R.L. 5²): T
H (R.L. 6): T

A Guide for teachers,
books A-H: TG

1. Reading comprehension. 2. Reading
(Elementary)--Text-books. 3. Reading--Remedial
teaching. I. Liddle, William. II. McGraw-Hill
Book Co.

Series Main Entry

No additional access is provided, however, to specific titles in a series, unless inclusions are judged vital for retrieval. Ordinarily, when a user is searching for a particular title in a series, Textbooks in Print (New York: R. R. Bowker) serves to provide necessary bibliographic information (e.g., individual titles, series title, date of publication).

Corporate entries (e.g., "New York (State). Bureau of Elementary Curriculum") are not extensively checked with Library of Congress entries. However, uniformity of entries does exist within the curriculum library's card catalog.

Main entry by author is given as the author statement appears in each book, or as stated in OCLC copy. The access point for Dr. Seuss, for example, may be "Seuss," with a "see also" reference to "Geisel, Theodor Seuss."

Full bibliographic data appears only on the main card (either author or title entry). Additional cards provide access points to information; users must refer to the main (author or title) card for additional bibliographic information.

Value of a Reorganization to a Conventional Card Catalog and Classification Scheme

Conversion to the DDC by retaining specific classification numbers within previously assigned subject areas could be readily implemented in the curriculum collection. During the first two years of transition, major subject area designations remained.

Benefits of the DDC and a fully cataloged item are that: (1) A specific call number is assigned to one specific book, (2) Shelving of materials is easier, given a specific call number unique from any other in the collection, and (3) A book may be retrieved by use of any one of several subject headings. In addition to subject terms, author, title, and publisher tracings may be added to a catalog card. For textbooks, a publisher tracing may serve as a useful access point for in-service teachers and students in education, who often search for a series title under a publisher's name.

Classification and Organization of the Children's Literature Collection

In conformity with an earlier classification scheme devised in 1968, the existing collection of children's books (1,220 volumes) is divided into eight categories: (1) Picture Books and Story Books, (2) Anthologies of literature, (3) Poetry, (4) Music, (5) Non-Fiction, (6) Games, Arts and Crafts, (7) Biography, and (8) Fiction. A Children's literature call number consists of one category number, 1 to 8, appearing above the first three letters of the main entry (usually an author's last name):

1

Cl1

Clifton, Lucille, 1936-

Everett Anderson's friend / Lucille Clifton;
illustrations by Ann Grifalconi. -- New York :
Holt, Rinehart and Winston, c1976.

c253 p. : ill.

1. Friendship--Fiction. 2. Stories in
rhyme. I. Grifalconi, Ann, illus. II. Title.

Author card for children's book

Children's books are shelved by call number within the eight categories;
arrangement within each category is alphabetical by the three letters in the
call number.

At least three catalog cards exist for each title: author, title, and subject. Additional tracings and cards may appear for the illustrator and other subject headings. In the card catalog, author, title, illustrator, and subject headings are interfiled in one children's literature section of the card catalog. Subject headings are assigned to illuminate aspects of a book which might be helpful to a teacher in planning a unit. They appear in the card catalog in formats compatible with LC subject headings: (1) Headings treating a subject as a whole (e.g., animals; holidays); (2) Headings followed by subdivision to indicate a type of publication or aspect of a subject (e.g., "Children--Stories," "Children--Growth."); (3) Followed by place designation, e.g., "Folksongs--Trinidad"; (4) Followed by an adjective which ordinarily defines a topic, e.g., "Children, Adopted"; (5) In the form of a phrase, e.g., "Children in foreign countries"; (6) Specifying a common or proper noun, e.g., "Lincoln, Abraham, President, U.S."

A Combination of Resources: The Curriculum Laboratory
in the Framework of an Academic Library

Limitations of resources existing in a small collection of curriculum materials do not compel overwhelming constraints. Considering an availability of teacher resources in other collections within an academic library, student-teachers in education and education-related fields may locate and use valuable access tools (e.g., education indexes), other general reference sources (e.g., Mental Measurements Yearbook), and methodology texts in the general collection of the library. The ERIC (Educational Resources Information Center) microfiche collection, in particular, offers a wealth of information: evaluation and study reports, descriptions of model programs and innovative projects, curriculum guides, practical "how to" guides and teacher guides, research and technical reports, to name several.

Summary

The Curriculum Laboratory's card catalog provides accessibility to a variety of resources in its collection: textbooks, curriculum guides, audio-visual materials, teaching kits/units, and children's books. Conventional cataloging procedures seem to provide a reasonable approach to ever-present problems in retrieval. The standardized format seen on a catalog card is immediately recognized and understood by information specialists and users.

The current system of organization can be readily adapted to a much larger specialized collection. Local experience in the use of the DDC, in a specialized collection of elementary/secondary textbooks and other book sources, seems to demonstrate an effectiveness of the classification scheme for this type of collection.

References

Chismore, W. Dale, and Quentin M. Hill. A Classification of Educational Subject Matter. Washington: National Center for Educational Statistics, 1978.

Dewey, Melvil. Dewey Decimal Classification and Relative Index. 18th ed. Lake Placid, N.Y.: Forest Press, 1971.